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Lesson #4 will continue our discussion of the characteristics of of distance learning students and the use of technology in the process. We'll start off tonight's lesson with the group activity assignment from last week. Each group of three or four students should report on "Engaging Students at Field Sites." If you are by yourself or a very small group, look over one of the activities and describe to the class (when it is your turn) how the particular activity could be used in the distance learning classroom.

After the group activities, we'll review the topics from last week (that we didn't discuss!) about characteristics of distance learning students. Refer back to ISG #3 for specifics, a simple brief review will only be shown on ISG #4 tonight.

We'll be looking at two videotapes this evening. The first is called "Seven Questions for Every Citizen" It is produced by the Utah Education Network and follows the seven steps of technology integration suggested by the Milken Family Foundation.. We have several papers to review that would be helpful:
#1. Integrating Technology: Some Things You Should Know. Laurie B. Dias. See PDF file.
#2. Nine Rules for Good Technology--Stephen Downs, Horizon report from Technology Source.

The second videotape is that of Professor Matt Nickerson at Southern Utah University, teaching his distance learning class: Humanities 1010. He has a unique style of distance learning presentation

Don't forget to try the quiz this week on "Rules for Good Technology:

As you review your assignments for the semester, be sure to get the topic "squared away" with the instructor. Some of you may choose to work with a small group (no more than three) on some activities. An email to George with your suggestions will be sufficient. Use the WebCT email system.

Welcome to class tonight-- Sept 20

What is the characteristic of the distance learning student?

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The primary role of the student is to learn. 2	
Becoming and staying responsible for themselves 3	
Owning one's strengths, desires, skills, needs 4	

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Maintaining and increasing self-esteem 5	
Relating to Others 6	
Clarifying what is learned. 7	

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Redefining what legitimate knowledge is. 8	
Dealing with Content. 9	We'll visit each site for a brief report from small groups about "Engaging Students at Field Sites." Just report on which type of activity you'd like to try, how you might do it and what methods you'd use in implementing and evaluating the particular tool. We have a lot to do this evening, so please keep the reports brief. Thanks!
"Engaging Students at Field Sites." Group Discussions 10	

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Videotape: **Seven Questions for Every Citizen** 11	The video is about 30 minutes long. We'll watch the entire tape and then direct a brief discussion of each topic. You might want to add a comment or two as the tape progresses and then share your ideas during our discussion. This would also be a good time to refer to any of the comments you read in the two readings this week.
How are students using technology? 12	
What's working to improve student achievement and encourage active learning? 13	

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How well are educators using technology? 14	Here's something of interest! **GROUP RELEASES STANDARDS FOR PREPARING TEACHERS TO USE TECHNOLOGY IN THE CLASSROOM** *Jul 5 2000* The International Society for Technology (ISTE) in Education has released national standards and recommendations for colleges that will be used in preparing teachers to use technology effectively in the classroom. The U.S. Department of Education awarded the nonprofit group a three-year, $2.2 million grant last year to develop the standards, which describe what beginning teachers should know and be able to do with technology. Teachers should be able to use technology in developing curricula, increasing professional knowledge, and assessing students. (Chronicle of Higher Education Online, June 30 2000) For the full-text article click here: http://chronicle.com/free/2000/06/2000063001t.htm
How well is our educational system meeting the needs of our students? 15	
How are schools and communities working together? 16	

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Do our schools have the resources they need? **17**	We'll be watching two edited classroom segments of Matt's class. He teaches out of an EDNET classroom. In the first segment, see if you can tell if he has a live audience in front of him and if anyone is assisting him in his lesson. Identify some of his unique styles that make him an effective distance learning teacher.
What does success look like and how are we measuring it? **18**	In the second segment, he uses a group activity. How does he keep the students involved and interactive?
Videotape #2: Matt Nickerson--Southern Utah University, Humanities 1010. **19**	

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Nine Rules for Good Technology--Steven Downs. **1. Good technology is always available.** 20	This document should be a Link on our WebCt. If you have trouble locating it here is the original source: http://horizon.unc.edu/TS/commentary/2000-07a.asp (This was verified on 9/16/2000 to be an active site!)
2. Good technology is always on. 21	
3. Good technology is always connected. 22	

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4. Good technology is standardized. 23	
5. Good technology is simple. 24	
6. Good technology does not require parts. 25	

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7. Good technology is personalized. 26	A great place for active research in technology education: **Educational White Letters** *Sep 13 2000* There was a time when this research drifted down slowly. However with the use of technology, those who cannot attend this conference have access to the research and ideas shared in the Secretary 's of Education's Conference on ED Tech 2000. You should bookmark this site for ideas..the research that shapes educational thinking at the highest levels. It was also possible to attend this conference using the technology. http://www.ed.gov/Technology/techconf/2000/white_papers.html
8. Good technology is modular. 27	
9. Good technology does what you want it to do. 28	Did you know that USU is sponsoring anInstructional Technology WebConerence? Check out the latest information about this at the EDNET Newsletter: http://www.uen.org/usoe/news/news_archive.cgi?cat_id=7129 See the reference for Sept 15.

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Integrating Technology:Some Things You Should Know. **Author: Laurie B. Dias.** 29	This document should be found on WebCt as a PDF document. If you have trouble finding it, here is the location: http://206.58.233.20/L&L/archive/vol27/no3/features/dias/index.html (This site was verified on 9/16/2000) The ISTE site has many good resources for teachers involved in Technology. Here is the web site address: http://www.iste.org/index.html
What is Technology integration, and what isn't it? 30	Dr. Dias' conclusions: Addressing these four essential questions early on can help educators define their expectations for technology integration. Creating a common vision of what technology integration is and where it happens begins the journey down the integration path. Equally important are recognizing the barriers that will surface along the way and making plans to address the changes that will take place. Classrooms where students are fully engaged in meaningful learning using a variety of instructional technologies to meet their goals are electrifying. However, technology integration is a growth process. It takes time. Making educators aware of the answers to these questions could be a crucial step toward using computers effectively in education.
Where does technology integration happen? 31	

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What are the barriers to technology integration? 32	Some points to consider for the Quiz this What is integration of technology? Is it taking kids down to the computer lab once a week or allowing them to play a game on the computer as a reward for success in class? Technology is part of the curriculum. If I am teaching Chemistry and expecting my students to know how to identify ions and classify them, I may use a lecture for part of the time, a lab activity during the week to exlplore chemical activity, assign a brief paper to be written about an element to be researched on the computer. I might also choose to have several students demonstrate using a pH meter connected to a computer and how chemical ions effect acidity or alkalinity of solutions.
What are the stages of technology integration? 33	Are our students meerly empty vessels for us to pour information intothem? Or do we take a more constructivist view, that learning takes place by exploration using available tools at hand. Cognitive development is enhanced by using these tools. Of course our students have to learn how to use the tools (computers, vcrs, tv's, internet, etc.) but that is certainly not the end product. Critical thinking skills are likewise enhanced by using these tools to produce a student project, to work collaboratively with others, and be able to transfer learning skills from one situation to other situations using those tools in the process.

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In a few weeks, if all goes well, we will have a guest lecturer who is the president of OnSat. His company is doing something about the "Digital Divide" Start to do some reading on this important topic. Misty has set up some links and readings on the topic. You will certainly want to have a few questions for Mr. Stephens. The company is an ISP provider. They do not use telephone service--they use satellite dishes!	If you get a chance and have a little time, visit the New York Times. I often find excellent current articles about technology in education. Here is one: http://www.nytimes.com/library/tech/00/07/biztech/articles/07class.html . It is an interesting article about teachers using the Internet and that computers may just be a crude substitute for a live teacher, especially when the students are so young! Kind of a different perspective. You will have to subscribe--it's free. You will have to create a user id and password.